

## Wright Middle

11 Hwy 71  
Abbeville, South Carolina 29620

**Grades** 6-8 Middle School

**Enrollment** 450 Students

**Principal** Barry B. Jacks 864-366-5998

**Superintendent** Dr. Ivan Randolph, Ph.D. 864-366-5427

**Board Chair** Dr. Allen Kolb 864-366-9094

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	8	38	5

## IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Good	No

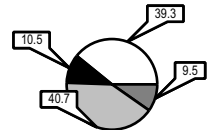
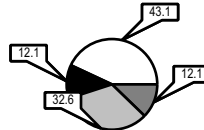
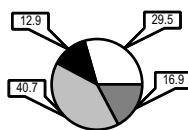
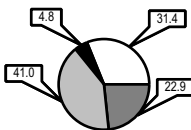
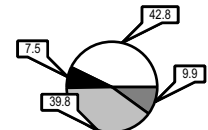
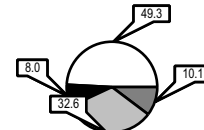
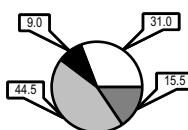
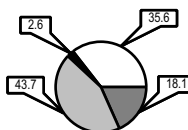
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	97.0	96.5
<b>English 1</b>	100.0	93.2
<b>Biology 1/Applied Biology 2</b>	N/A	44.5
<b>Physical Science</b>	N/A	62.6
<b>All Subjects</b>	98.2	94.6

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	448	99.8	31.7	40.9	22.7	4.7	36.6	Yes	Yes
<b>Gender</b>									
Male	225	99.6	38.9	43.6	15.2	2.4	26.5	N/A	N/A
Female	223	100.0	24.5	38.2	30.2	7.1	46.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	187	99.5	17.0	38.0	35.1	9.9	55.0	Yes	Yes
African American	256	100.0	42.1	42.9	13.8	1.2	23.5	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	393	100.0	27.1	42.4	25.2	5.4	40.8	N/A	N/A
Disabled	55	98.2	66.0	30.0	4.0	0.0	6.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	99.8	31.7	40.9	22.7	4.7	36.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	445	99.8	31.6	40.9	22.8	4.8	36.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	304	99.7	40.2	44.8	14.0	1.0	24.5	No	Yes
Full-pay meals	144	100.0	13.9	32.8	40.9	12.4	62.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	448	99.8	29.8	40.7	16.8	12.8	40.4	Yes	Yes
<b>Gender</b>									
Male	225	99.6	32.7	40.3	17.5	9.5	37.4	N/A	N/A
Female	223	100.0	26.9	41.0	16.0	16.0	43.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	187	99.5	15.8	33.9	25.1	25.1	62.6	Yes	Yes
African American	256	100.0	40.1	45.7	10.1	4.0	24.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	393	100.0	25.2	41.8	18.8	14.2	45.0	N/A	N/A
Disabled	55	98.2	64.0	32.0	2.0	2.0	6.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	99.8	29.8	40.7	16.8	12.8	40.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	445	99.8	29.9	40.6	16.6	12.8	40.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	304	99.7	37.1	45.5	12.2	5.2	29.0	Yes	Yes
Full-pay meals	144	100.0	14.6	30.7	26.3	28.5	64.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	447	99.8	43.0	32.9	12.1	12.1	24.1
<b>Gender</b>							
Male	225	99.6	46.9	28.9	12.3	11.8	24.2
Female	222	100.0	39.2	36.8	11.8	12.3	24.1
<b>Racial/Ethnic Group</b>							
White	186	99.5	21.6	35.1	18.7	24.6	43.3
African American	256	100.0	58.3	31.2	7.7	2.8	10.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	393	100.0	39.4	33.8	13.1	13.7	26.8
Disabled	54	98.1	70.0	26.0	4.0	0.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	99.8	43.0	32.9	12.1	12.1	24.1
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	99.8	43.0	32.8	12.1	12.1	24.2
<b>Socio-Economic Status</b>							
Subsidized meals	303	99.7	53.1	33.9	8.4	4.5	12.9
Full-pay meals	144	100.0	21.9	30.7	19.7	27.7	47.4

<b>Social Studies</b>							
All Students	447	99.8	39.5	40.4	9.7	10.4	20.1
<b>Gender</b>							
Male	225	99.6	39.3	39.3	10.0	11.4	21.3
Female	222	100.0	39.6	41.5	9.4	9.4	18.9
<b>Racial/Ethnic Group</b>							
White	186	99.5	22.2	42.1	15.8	19.9	35.7
African American	256	100.0	51.8	39.7	5.7	2.8	8.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	393	100.0	35.4	42.4	10.5	11.8	22.3
Disabled	54	98.1	70.0	26.0	4.0	0.0	4.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	99.8	39.5	40.4	9.7	10.4	20.1
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	444	99.8	39.4	40.4	9.7	10.5	20.2
<b>Socio-Economic Status</b>							
Subsidized meals	303	99.7	49.3	40.9	6.6	3.1	9.8
Full-pay meals	144	100.0	19.0	39.4	16.1	25.5	41.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	149	98.7	39.4	32.1	21.9	6.6	28.5
	7	152	99.3	40.8	34.5	23.2	1.4	24.6
	8	152	99.3	25.4	47.9	19.7	7.0	26.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	38.2	37.5	21.3	2.9	24.3
	7	149	100.0	17.3	46.0	30.2	6.5	36.7
	8	155	100.0	39.2	39.2	16.9	4.7	21.6
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	149	99.3	21.9	41.6	24.8	11.7	36.5
	7	152	99.3	36.6	34.5	14.8	14.1	28.9
	8	152	99.3	23.2	44.4	17.6	14.8	32.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	28.7	45.6	14.7	11.0	25.7
	7	149	100.0	18.0	40.3	21.6	20.1	41.7
	8	155	100.0	41.9	36.5	14.2	7.4	21.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	149	98.7	53.3	23.4	9.5	13.9	23.4
	7	152	99.3	45.1	31.7	12.0	11.3	23.2
	8	152	99.3	41.5	36.6	14.1	7.7	21.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	143	99.3	47.8	29.4	12.5	10.3	22.8
	7	149	100.0	34.5	31.7	15.1	18.7	33.8
	8	155	100.0	46.6	37.2	8.8	7.4	16.2
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	149	98.7	27.0	34.3	16.8	21.9	38.7
	7	152	99.3	57.0	33.8	4.9	4.2	9.2
	8	152	99.3	40.1	41.5	14.1	4.2	18.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	143	99.3	39.0	41.9	9.6	9.6	19.1
	7	149	100.0	36.7	35.3	10.1	18.0	28.1
	8	155	100.0	42.6	43.9	9.5	4.1	13.5

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 450)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Down from 11.1%	14.1%	16.7%
Retention rate	1.3%	Down from 3.1%	2.5%	2.5%
Attendance rate	96.0%	Up from 95.4%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.2%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.2%	0.3%	1.0%
Eligible for gifted and talented	17.6%	Up from 17.4%	13.6%	15.6%
On academic plans	43.3%	N/AV	48.7%	39.9%
On academic probation	1.1%	N/AV	1.5%	0.7%
With disabilities other than speech	12.8%	Up from 11.9%	13.4%	12.4%
Older than usual for grade	7.6%	Up from 6.7%	6.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.9%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	48.5%	Down from 51.6%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	9.2%	9.1%
Teachers with emergency or provisional certificates	3.3%	Down from 6.7%	5.9%	5.6%
Teachers returning from previous year	81.0%	Up from 80.9%	82.8%	84.6%
Teacher attendance rate	98.9%	Up from 93.2%	94.9%	94.8%
Average teacher salary	\$42,752	Up 5.5%	\$41,278	\$42,267
Prof. development days/teacher	6.6 days	Down from 6.9 days	12.4 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 19.3 to 1	20.2 to 1	21.1 to 1
Prime instructional time	94.6%	Up from 88.8%	89.0%	89.0%
Dollars spent per pupil*	\$6,213	Up 7.1%	\$6,076	\$6,243
Percent of expenditures for teacher salaries*	68.7%	Up from 67.0%	61.1%	59.8%
Percent of expenditures for instruction*	71.9%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 46.4%	97.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Below Average	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A priority for Wright Middle School this year was to develop an environment that was truly conducive to learning. Without a proper environment, nothing can grow and flourish as it should, deeming all else null and void. According to Sara Jo Sherard, Curriculum Coordinator, time on-task by teachers and students has improved dramatically. Chris Price, Assistant Principal, reports that classroom disruptions due to poor discipline have reduced by 175.68%. The aforementioned areas have contributed to an environment that has enabled our students and staff to sharpen our focus on those important standards that students will be held accountable for.

Once the environment is properly in place, then our focus rapidly switches to a back to basics philosophy. A school is analogous to a football team in that no championships were ever won by the offense and defense run by the team. Championships were won by a staff effectively teaching, blocking, and tackling. Our goals at Wright Middle will not be reached by having wonderful "programs."

Rather, our goals will be reached by our staff effectively teaching language arts, mathematics, science, and social studies to intermediate and high levels of Bloom's taxonomies. Without a staff that is skilled in these areas, programs are useless tools. Our staff development opportunities will focus on assessing whether we are effective educators. We need to be able to measure everything we do.

Lynn Houston, School Improvement Council Chairperson  
Barry Jacks, Principal of Wright Middle School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	135	46
Percent satisfied with learning environment	92.9%	76.5%	79.5%
Percent satisfied with social and physical environment	92.9%	74.6%	69.0%
Percent satisfied with school-home relations	71.4%	82.6%	75.0%

\*Only students at the highest middle school grade level at this school and their parents were included.